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# A Study of Orientation Programs for International Students in Private Colleges within New York State

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A STUDY OF ORIENTATION PROGRAMS  
FOR INTERNATIONAL STUDENTS  
IN PRIVATE COLLEGES WITHIN NEW YORK STATE

by  
Erjia Yuan

An Abstract

of a thesis submitted in partial fulfillment of the  
requirements for the degree of Master of Science  
in the School of Communications at  
Ithaca College

July 1987

Thesis Advisor: Dr. Diane Gayeski

## **ABSTRACT**

The purpose of this study is to examine the nature of orientation programs for international students and to determine if well designed orientation programs for international students are offered on American campuses to help international students adjust to American campus life.

A survey regarding orientation programs for international students was mailed to the International Student Advisors in twenty one private colleges/universities in New York State which have around 5,000 students. Those colleges/universities were selected from the College Handbook (1985). The respondents (mostly International Student Advisors) were found from the NAFSA Directory of Institutions and Individuals in International Education Exchange (1983).

Major results revealed the following:

- 1) The importance of the orientation programs designed specifically for international students has not been fully recognized by people working in this area in the private colleges/universities within New York State and orientation programs for international students have not been fully developed.
- 2) Only 57% of the private colleges/universities surveyed have separate orientation programs for international students which include an orientation lecture, a campus tour and an orientation packet.
- 3) The majority of the private colleges/universities (95%) send welcome letters to the international students before they arrive in the United States. Very few of the colleges/universities (5%) have different orientation programs for international undergraduate and graduate students.
- 4) Library orientations and English language training programs have not been included in about 50% of the orientation programs for international students in the private colleges/universities within New York State.
- 5) The attitudes of the International Student Advisors and international students towards orientation program for international students are found to be positive.

A STUDY OF ORIENTATION PROGRAMS  
FOR INTERNATIONAL STUDENTS  
IN PRIVATE COLLEGES WITHIN NEW YORK STATE

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A Thesis Presented to the Faculty  
of the School of Communications  
Ithaca College

---

In Partial Fulfillment of the  
Requirements for the Degree  
Master of Science

---

by  
Erjia Yuan  
July 1987

Ithaca College  
School of Communications  
Ithaca, New York

CERTIFICATE OF APPROVAL

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MASTER OF SCIENCE THESIS

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This is to certify that the Thesis of  
Erjia Yuan

submitted in partial fulfillment of the requirements  
for the degree of Master of Science in the School of  
Communications at Ithaca College has been approved.

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Date:

Aug 18, 1950

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The author would also like to thank the nineteen respondents (mostly International Student Advisors in the selected private colleges within New York State) who make this survey possible.

## **DEDICATION**

To my dear parents -- Changguo Yuan and Dazhen Zuo for their endless love, guidance and support in the twenty-five years.

## TABLE OF CONTENTS

### ACKNOWLEDGEMENTS

### DEDICATION

### CHAPTERS

I. INTRODUCTION .....	1
Background .....	1
Statement of Problem .....	2
Significance and Scope of Problem .....	3
Hypothesis .....	4
Assumptions and Limitations .....	5
Definitions of Term .....	5
II. REVIEW OF RELATED LITERATURE .....	13
Orientation Programs for International Students .....	15
Problems .....	21
III. METHODOLOGY .....	23
Procedure .....	23
Survey Instrument .....	24
IV. ANALYSIS OF DATA .....	28
V. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS .....	34
Summary .....	34
Conclusions .....	35
Recommendations .....	36

### APPENDICES

Appendix A - List of the Selected Colleges/Universities and Respondents .....	39
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## CHAPTER ONE

### INTRODUCTION

#### Background

In recent years there has been a significant growth in the enrollment of international students in American colleges and universities. Most of the colleges and universities have orientation programs for incoming students but not all of them have one particularly designed for international students. International students often have a lot of difficulties in adapting to American life because of different cultural and language backgrounds.

International students come from all parts of the world. Some of them come and study on their own financial support, some on government or organizations' support as exchange visitors, and still others are granted scholarships, teaching assistantships or research assistantships by the U. S. colleges.

International Students were brought up in a different environment and among people of their own country. They often have cultural shock when arriving in the United States. No matter how good their English is, they still have a hard time in communicating with American students. "If one sentence is misunderstood, it paralyzes all motives to talk freely. It is essentially a problem of intercultural communication, a problem that is magnified where the two parties are both sensitive and critical." (Hendricks, 1975).

Being an international student herself, the author found it difficult to adjust to American life and food when she first arrived in the United States. American life and people here seemed so different from the life and people in her own country, the People's Republic of China. She found so many things she could not understand, saw things she had never seen and heard things she had never heard before. She was often confused by the different customs and behaviors of the people here. She found it hard to make close friends with Americans. And the hardest thing for her to get used to

was the American educational system. She encountered many problems in doing assignments and research. During the first two months she could not fully understand the professors in classes. She found it hard to get help from her American classmates. Most of her classmates were always very busy and had a lot of their own things to do. Sometimes she felt lonely, homesick and unhappy. She could blame nobody but herself. It took her quite a long time to get used to all these.

All these experiences made the author think that many of these problems could be solved if there was an orientation program specifically designed for international students. It could make international students' life easier in a shorter period of time.

During one year's study at the School of Communications at Ithaca College, the author learned quite a lot about communications theory. And she was very much interested in intercultural communications. She therefore decided to do some research for her Master's thesis within this area.

The author believes that it is important to discover what is being done to orient international students by the private colleges of New York State. Twenty one private colleges which have around 5,000 students enrollment were selected for the study. This study was conducted to determine if orientation programs for international students are offered on these campuses and what the programs include.

### Statement of Problem

The purpose of this thesis is to examine if well-designed orientation programs for international students are offered by the colleges and universities within New York State in order to help international students achieve their academic goals and adapt to the new American environment faster.

Adjustment to campus life is a common problem for all students entering a university, but it is more difficult for a student from a foreign country, who is handicapped by language difficulties, unfamiliar customs and mores, and a more acute financial problem (Forstat, 1951).

The presence of international students on U. S. campuses is not only good for international students in achieving their academic goals, but it also can enrich the education of American students and the research and teaching programs of U. S. institutions. It is also a big industry for the United States. Most of the international students are going back to their countries after having studied here in the United States. They are going to be very important people in their own countries. They are going to be ministers, top scientists or diplomats and leaders in many professional fields. Their education in the U. S. means a lot to them and to their countries. They want to do well here.

Without an orientation program specifically designed for them, the international students adjust to the life of American society and campuses much more slowly. Unfamiliarity with the American academic system can severely influence international students' academic achievement as is evidenced by lower G. P. A's or lower class ranks.

### Significance and Scope of Problem

Orientation programs are very important for students. They acquaint students with college regulations and services. Research shows that students who attend orientations have higher G. P. A's, more often predicted changes in majors, lower drop-out rates and were more involved in activities (Weigel, 1972).

International students come from different cultural backgrounds and different educational systems. They have more difficulties in adjusting to the new environment than American students. They come from a known, comfortable environment into a dramatically different one. On one hand, they have language problems, cultural shock and extreme alienation. On the other hand, they want to do well, to be accepted and to work hard; at the same time they have a feeling of uncertainty, and are afraid of failure.

The author feels that international students who do not attend orientation programs have more problems in adjusting to American campus life. Without cultural

orientation about American customs, heritage and life, they find it hard to make friends with Americans and are often confused by Americans' behavior. International students often need to be helped in many ways, such as getting a social security number, keeping immigration status and arranging housing. To achieve academic goals, they must fully understand the American academic system and adjust to its different method of teaching, studying and research.

Therefore, international students need to be helped and they need a specially carefully-planned and compulsory orientation program. From the author's own experiences and some discussions with other foreign students, the author believes that a good orientation program should include a cultural orientation, library orientation and information on academic systems, etc. It should help them adapt to the new environment successfully which will greatly increase their confidence and contribute to their academic achievement.

### Hypothesis

This research is designed to find out the facts about special orientation programs designed for international students in the private colleges and universities within New York State. It is intended to discover if orientation programs are offered in most of the private colleges and universities within New York State, what information and services those orientations offer to international students, and any feedback from those programs.

It is assumed that the results of the study show the present situation of the orientation programs for international students in the private colleges/universities of New York State. The author believes that about half of the private colleges and universities offer orientation programs to international students. Most of the orientations include an orientation lecture, a campus tour and an orientation package. Library orientations are only offered by less than half of the colleges and universities. Half of the colleges and universities offer English training programs for international students. As to the feedback of the orientation programs, most of the Foreign Student Advisors and

international students think that they are very helpful.

### Assumptions and Limitations

This study is limited to the 21 four year private colleges/universities which have a student enrollment of around 5,000 in New York State. Although this study focuses on these 21 colleges/universities in New York State, it is useful in getting an insight into the orientation programs conducted by the colleges/universities in the United States as a whole.

The data collected is only limited to the period of the study (March 1987 - May 1987). Due to the increase in the enrollment of the international students, more and more people working in this area will be aware of the importance of the orientation programs designed for international students. Changes in the data are bound to occur.

It is assumed that the respondents, mostly International Student Advisors from these 19 private colleges, answered the questions in the survey honestly and to the best of their knowledge. It is also assumed that the International Student Advisors are in the best position to answer these questions.

This is a survey on the present situation and the facts of the orientation programs for international students in their colleges/universities. Though not anonymous, there is no reason to think that respondents did not answer the questions honestly.

### Definition of Terms:

The following terms and definitions are being included as examples of words which may not be clearly understood by foreign readers.

**ACADEMIC ADVISOR:** Member of the faculty who helps and advises the student on academic matters. He or she may also assist the student during the registration process.

**ACADEMIC YEAR:** The period of formal academic instruction, usually extending from September to June. Depending on the institution, it may be divided into terms of various lengths: semesters, trimesters or quarters.

**ASSIGNMENT:** Out of class work required by a professor, due by a specific date.

**ASSISTANTSHIP:** A study grant of financial aid to a graduate student that is offered in return for certain services in teaching or laboratories supervision (as a teaching assistant) or services in research (as a research assistant).

**B. A.:** Bachelor of Arts degree awarded upon completion of a four year program of study: generally includes study of a foreign language.

**B. S.:** Bachelor of Science degree awarded upon completion of a four year program of study; generally does not include study of a foreign language.

**CAMPUS:** The land on which the building of a college or university are located.

**CLASS:** Referring to the year of study: 1st year-Freshman; 2nd year-Sophomore; 3rd year-Junior; 4th year-Senior; also refers to a group of people who meet with a professor on a scheduled basis.

**CLASS RANK:** The ratio indicating a student's academic standing in his or her graduating class. A student who ranks first in a class of 100 students should report his or her class rank as 1/100, while a student ranking last would report 100/100. Class rank may also be expressed in percentiles (i.e., the top 25 percent, the lower 50 percent).

**COLLEGE:** An institution of higher learning that offers undergraduate programs, usually of four year duration, which lead to the bachelor's degree in the arts or sciences (B. A. or B. S.). The term "college" is also used in a general sense to refer to a post-secondary institution.

**COURSE:** Regularly scheduled class sessions of one to five (or more) hours per week during a term. A degree program made up of a specified number of required and elective courses and varies from institution to institution. The courses offered by an institution are usually assigned a name and number for identification purposes.

**CREDITS:** Units institutions use to record the completion of courses of instruction (with passing or higher grades) that are required for an academic degree. The catalog of a college or university defines the amounts and kinds of credits that are

required for its degrees and states the value in terms of degree credit (credit hours or credit points) of each course offered.

**DEGREE:** Diploma or title conferred by a college, university or professional school upon completion of a prescribed program of studies.

**DISSERTATION:** Thesis written on an original topic of research, usually presented as one of the final requirements for a doctoral degree.

**ELECTIVES:** Courses that students may "elect" (choose freely) to take for credit toward their intended degree - as distinguished from courses that they are required to take.

**ENGLISH AS A SECOND LANGUAGE (ESL):** English language training for persons whose first language is not English.

**EXCHANGE VISITOR PROGRAM:** A program which brings students, trainees, teachers, professors, research scholars, international visitors or medical trainees to the United States for a variety of educational purposes under the sponsorship of an agency or organization which has been designated as an Exchange Visitor sponsor by the International Communication Agency.

**FACULTY:** The members of the teaching staff, and occasionally the administrative staff, of an educational institution. The faculty is responsible for designing the plans of study offered by the institution.

**FELLOWSHIP:** A study grant of financial aid, usually awarded to a graduate student.

**FINANCIAL AID:** A general term that includes all types of money, loans and part-time jobs offered to a student.

**FOREIGN STUDENT:** A foreign student is defined as anyone who is enrolled in courses at institutions of higher education in the United States who is not a citizen or an immigrant (permanent resident). Persons with refugee status are included. Foreign students can be on F Visa (see I-20), J Visa (see IAP-66) and M Visa (see M visa).

**FOREIGN STUDENT ADVISOR:** The person associated with a school, college or university who is in charge of providing information and guidance to foreign students in such areas as U. S. government regulations, student visas, academic regulations, social customs, language, financial or housing problems, travel plans, insurance and certain legal matters.

**FOUR-YEAR COLLEGE:** College offering a substantial range of study programs leading to bachelor's degrees (normally completed in full-time study for four academic year, but which the college may offer in ways permitting completion in a fewer or great number of years); a four year college may also offer some associate-degree and graduate-degree programs.

**FRATERNITY:** A social organization of male students which has specific rules, regulations and objectives. Some members of the same fraternity often live together in a "fraternity house". Membership is by invitation and is usually limited to undergraduates.

**FULL-TIME STUDENT:** One who is taking a full load of courses at an institution; the number of courses and hours is specified by the institution.

**GRADE POINT AVERAGE (G. P. A.):** A system of recording academic achievement based on an average, calculated by multiplying the numerical grade received in each course by the number of credit hours studied. Students in other countries do not need to provide a grade point average on their admissions application, and should instead refer the institutions to the accompanying detailed records of their education.

**GRADING SYSTEM:** Schools, colleges and universities in the United States commonly use letter grades to indicate the quality of a student's academic performance: A (excellent), B (good), C (average), D (below average) and F(failing). Work rated C or above is usually required of an undergraduate student to continue his or her studies; work rated B or higher is usually required of a graduate student to continue. Grades of P (pass), S (satisfactory) and N (no credit) are also used. In percentage scales, 100 percent is the highest mark and 70 percent (or 65 percent) is usually the



lowest passing mark.

**GRADUATE:** A student who has completed a course of study, either at a high school or college level. A graduate program at a university is a study course for students who hold a bachelor's degree.

**GRADUATE OR GRAD STUDENT:** A student studying for a Master's or Doctor's degree.

**GRANT:** A stipend given to an undergraduate or graduate student.

**HIGHER EDUCATION:** Postsecondary (tertiary) education at colleges, universities, junior or community colleges, professional schools, technical institutes and teacher training schools.

**HUMAN RESOURCES:** In management or business administration studies, personnel, as an example, the major study area formerly called personnel administration is now termed management of human resources.

**I-20:** Certificate of Eligibility which is issued and sent to a foreign student by a school which finds the student academically qualified for admission to pursue a full course of study; necessary document for obtaining a student (F-1) visa.

**I-94:** Arrival/Departure Record which is attached to a foreign student's passport when he or she enters the United States.

**I-538:** Application by Nonimmigrant Student for Extension of Stay: application which is filled for an extension of stay, permission for part-time employment or practical training and for permission to transfer from one school to another.

**IAP-66:** Certificate of Eligibility which is issued and sent to a foreign student by a school, organization, agency or foundation which has been designed by the U. S. International Communication Agency as a sponsor qualified to arrange for specified educational objectives under an exchange visitor status; necessary document for obtaining an exchange visitor (J-1) visa; granted to scholars, government employees and, in some cases, to self-sponsored students.

**INDEPENDENT STUDY:** A method of receiving credit for study or research independent of the assignment of any specific course. Such study is often part of an honors program in the student's major and is supervised by a specified professor to whom the student is accountable.

**INS:** U. S. Immigration and Naturalization Service, which is part of the U. S. Department of Justice.

**LECTURE:** Common method of instruction in college and university courses; A professor lectures in classes of 20 to several hundred students. The course may be supplemented with regular small group discussions led by teaching assistants.

**M Visa:** An M visa is issued to students enrolling in a vocational training course (other than English Language Training) in the United States.

**MAJOR:** The subject or area of studies in which students concentrate. Undergraduates usually choose a major after the first two years of general courses in the arts and sciences.

**M. A./ M. S.:** Master of Arts/Master of Science degree awarded upon completion of a one or two year program of graduate study.

**MINOR:** The subject or area of studies in which students concentrate their studies to a lesser extent than in their "majors".

**MULTIPLE-CHOICE EXAM:** An examination in which questions are given followed by two or more answers from which the correct answer is selected.

**NONRESIDENT:** Students who do not meet the residence requirements of the state or city that has a public college or university. Tuition fees and admissions policies may differ for residents and nonresidents. Foreign students are usually classified as nonresidents, and there is little possibility of changing to resident status at a later date for fee purposes. Most publicly supported institutions will not permit a foreign student to be classified as a resident student while on a student visa.

**OPEN-BOOK EXAM:** An examination in which students are permitted to use their textbooks during the test.

**ORAL EXAM:** An examination in which the professor asks the student questions which are answered by speaking rather than writing.

**ORIENTATION PROGRAM:** An introductory program of talks and activities designed to help students become familiar with, and adjust to, a new educational setting such as a college or high school.

**PART-TIME EMPLOYMENT:** Work not to exceed 15 hours per week; not permitted unless a student has completed one year of study successfully; on-campus employment requires the written approval of the foreign student advisor; off-campus employment requires the written approval of the U. S. Immigration and Natural Service.

**PASS/FALL GRADING SYSTEM:** The practice of some colleges of rating students' quality of performance in their courses as either passing or failing instead of giving grades to indicate various levels of passing work.

**Ph.D (Doctorate):** The highest academic degree conferred by a university on students who have completed at least three years of graduate study beyond the bachelor's and/or master's degree and who have demonstrated their academic ability in oral and written examinations and through original research presented in the form of a dissertation.

**PRACTICAL TRAINING:** Up to 12 months practical training in the field of study permitted after completion of academic program; written recommendation and approval of the university and INS required.

**QUARTER:** Period of study approximately 10 to 12 weeks duration.

**QUIZ:** Short written oral test, less formal than an examination.

**REQUIRED COURSES:** Subjects which are chosen for students and which students must complete with a passing grade in order to obtain a degree.

**RESEARCH PAPER:** A written report which includes research findings and the development of a student's own ideas.

**SCHOLARSHIP:** A study grant of financial aid, usually given at the undergraduate level, which may be supplied in the form of a cancellation of tuition and/or fees.

**SCORES:** Numerical results rating performance on examinations or tests used in the United States.

**SEMESTER:** Period of study of approximately 15 to 16 weeks duration, usually half an academic year.

**SEMINAR:** A form of small group instruction, combining independent research and class discussions under the guidance of a professor. Seminars are open to undergraduate seniors and graduate students.

**SOCIAL SECURITY NUMBER:** A number issued by the U. S. government to jobholders for insurance purposes. Anyone who works regularly must obtain one. Many institutions use the Social Security Number as the student identification number.

**SORORITY:** A social organization of female students which has specific rules, regulations and objectives. Some members of the same sorority often live together in a "sorority house". Membership is by invitation and is usually limited to undergraduates.

**TAKE-HOME EXAM:** An examination which may be written at home.

**TEST:** Examination. Any procedure measuring the academic ability of a student.

**THESIS:** A written work containing the results of research on a specific topic prepared by a candidate for a Bachelor's or Master's degree.

**TRUE/FALSE EXAM:** An examination in which questions are answered by marking "True" or "False".

**UNDERGRADUATE STUDIES:** Two or four year programs in a college or university, after high school graduation, leading to an associate or bachelor's degree.

**UNIVERSITY:** An educational institution that usually maintains one or more four year undergraduate colleges (or schools) with programs leading to a bachelor's degree, graduate schools of arts and sciences awarding master's degrees and doctorates (Ph.D) and graduate professional schools.

## CHAPTER TWO

### REVIEW OF RELATED LITERATURE

The literature on orientation programs for international students is scarce. Substantial studies of orientation programs for international students are still lacking.

Every year since 1949, the Institute of International Education (IIE) has published an enumeration of the foreign student population in the United States. Originally titled *Education For One World*, it was renamed *Open Doors* in 1955. IIE conducts a survey (the Annual Census of Foreign Students), of all regionally accredited United States institutions of higher education, obtaining from them data on the foreign students they enroll.

The census of 1985/86 show that foreign student enrollments in the United States have reached a plateau. There were 343,777 foreign students reported in 1985/86, 1,664, or 0.5%, more than in 1984/85.

While foreign student flows from most world regions declined from 1984/85 to 1985/86, the flow from South and East Asia was substantially higher. With a rate of increase of 9.2%, South and East Asian students comprised almost half (45.6%) of the total foreign student population in the United States last year. There were 52,720 foreign students from the Middle East, comprising 15.3% of all foreign students. Latin America was the region of origin of 13.2%, or 45,480 students, while 10.0%, or 34,310, of the foreign students came from Europe and 9.9%, or 34,190 students, came from Africa.

Taiwan, China, remained the leading place of origin with 23,770 students in the United States in 1985/86, and Malaysia, with 23,020 students, was again in second place. The People's Republic of China showed the largest numerical increase with 3,880 additional students in 1985/86.

The field of study choices of foreign students in 1985/86 remained virtually unchanged since the previous year. Engineering remained the leading field of study,

representing 21.7% of all foreign students, a proportion slightly smaller than the 23% it has generally held since the inception of the Census. Business and management, chosen by 18.9% of foreign students, was the second most popular field; and mathematics and computer science, with 10.4% of the foreign students, was the third most popular.

The number of foreign students at the bachelor's level was 5.7% lower in 1985/86, but the numbers of graduate students and of students in the "other" category (which includes students in practical training, nondegree, and intensive English Language programs) increased by 8.0% and 8.3% respectively. It is at the graduate level that foreign students have the largest impact; 8.7% of all graduate students in U.S. institutions in 1985/86 were from other countries, compared with a foreign student enrollment of only 2.7% of the total U.S. student population, and in certain fields and institutions the proportion was much higher.

The largest share (17.9%) of the graduate students were studying for master's degrees, but the greatest proportional increase (4.7%) occurred at the doctoral level, which represented 10.6% of all foreign students in 1985/86. The personal characteristics of foreign students are: typically male (70.7%) and single (80.0%), primarily financed by personal and family funds (67.1%), and most often held F visas (81.5%).

California enrolled the largest number (47, 586 students or 13.8%) of foreign students in 1985/86, followed by New York (31,360 students or 9.1%) and Texas (26,875 students or 7.8%).

The vast majority of foreign students (87.8%) attended four-year institutions; only 12.2% attended two-year colleges. The proportion of foreign students enrolled in public institutions was 65.3% and foreign students enrolled in private institutions was 34.7% in 1985/85.

There were 78 institutions with 1,000 or more foreign students in 1985/86, enrolling 40.3% of all foreign students. As in past years, the largest foreign student enrollments were at Miami-Dade Community College, the University of Southern California, and the University of Texas at Austin. Boston University reported enrolling the largest

number of nationalities, 120, replacing George Washington University. (Open Doors, 1986)

### Orientation Programs for International Students

It is assumed that a well-designed orientation program will make the lives much easier for the international students while staying at the United States. It can make a fundamental change in their academic and daily life. It can increase their confidence in themselves.

Foreign students from abroad are deeply grateful for the personal attentions, the kindly advice and help, the sympathetic understanding. The proofs of friendship transcending race, color and creed, can be attested by all who have worked intimately with them and had their spontaneous verbal and written expressions of appreciation (Sasnett, 1950).

The appearance of large numbers of foreign students in the United States can be seen as early as the beginning of this decade. The problem in the adjustment of foreign students to American campus life has been recognized by the colleges and universities long before.

As early as 1949, Yale University offered a summer orientation program for foreign students by means of reading useful books and attending lectures. The orientation was intended to acquaint students from other nations with contemporary life and culture in the United States. Throughout the 6 weeks of study the foreign students attended morning classes in written and spoken English, American government, American literature, and American economic and social life. Afternoons and week ends were devoted to field trips to various points of interest in the East, where the young men could see many places about which they had studied ("Orientation Program," 1949).

The Florida Inter-American Learning Institute (FILI) has an orientation program which includes an English training and a cultural orientation for international students as a preparation for undergraduate or graduate studies. Printed materials and lectures

were used as the media. The English program covers English drill grammar, pronunciation, laboratory, reading and writing. The cultural orientation offered field trip and lectures on U.S heritage, and cultural, social, economic and political situations in U.S. Each student gets an orientation packet and a FILI student guide. A walking tour of the campus is provided. Students are helped personally with such matters as immigration data, banking and housing arrangements (Kaplan, 1972).

The International Education Center of University of Oregon provides a very good international student orientation. This program takes place just before every fall semester and is carried out in close cooperation with the Foreign Student Office of the university. It gives international students a very useful introduction to the campus. Counselors for the orientation are both U.S and foreign students. A cross-cultural communication program is also provided. It performs its function by sponsoring English language tutoring and various social events.

The University of Minnesota has a new creative orientation program for foreign students. This program consists of essentially a 20-hour simulation exercise over one weekend. It uses other students and volunteers from the community as resource persons. Problems and alternatives for solving the problems are given for international students to choose. The goal for this rehearsal of cross-cultural experience is to help the new international students define the kinds of roles he/she feels are important for himself/herself and to learn whether his/her suggested solutions to the problems are appropriate to his/her new culture.

An orientation program for minority group students is designed at Central Michigan University. The university send letters to the students before coming to the school. In the orientation, international or minority students representatives are introduced, a 5 minute presentation is given which covers such topics as academic assistance, programs and services offered through the counseling center and the Minority Affairs Office financial aid, housing; number of students, faculty, and staff from minority groups; racial climate of the university and the surrounding community; organizations; sororities and fraternities and social life (Dearing, 1984).



A minority orientation for graduate students is offered annually for incoming students at University of Illinois at Urbarn-champain. The purpose of the 3-hour orientation before registration is to provide resources for the socio-cultural needs of new minority (or foreign) students. In the orientation some minority faculty are introduced to the students which allows for interaction between students and faculty. A financial Aid program is provided to inform students of various fellowship programs, assistantships and other sources of financial support. The students services offer a general overview describing various services provided to students: campus recreation activities, married students' housing programs and counseling and supportive services (Klein, 1985).

The University of California designed a library orientation and instruction for international students. It is a program with a dual emphasis: teaching international students how to find and use library information, and educating library staff to recognize/understand the special needs of these students. Most of the international students have difficulties with the U.S library systems. Some of these difficulties result from unfamiliarity with library terminology, classification schemes, computerized card catalogs, or open stack/ self service policy. A lot of international students come here for graduate studies, which require a lot of library skills to enable them to do reviews of literature and write a proposal for their theses. This library orientation includes the layout of the library, the vocabulary, rules and general techniques of using card catalogs, the periodical index and reference tolls; a tour in small groups through the library; listening to a lecture by the reference librarian on how to do research and practicing their newly acquired skills. This special orientation is beneficial to international students, for the degree of their academic adjustment greatly influence their learning capacity (Hoffman, 1986).

The library orientation program for international students at Iowa State University is an especially helpful one. At first, it was a two to three-hour session explaining the library's services. The first part consisted of a general introduction to the library's services followed by a walking tour. The second covered locating materials and using catalogs and indexing services. Optional hands-on exercises made up the final section.

As time went by and attendance doubled, the orientation was streamlined to an hour-long walking tour, a short break, and a slide presentation showing use of the public catalogs and methods of locating books and articles. Several handouts were provided to answer questions that might arise as students began to use the library (Kline, 1984).

Dr. M. H. Klein of University of Wisconsin holds: a given student's experience in United States is shaped by his cultural background and norms, by his personality, which has developed within this cultural context, and by special situational factors at home and in the United States (1971).

Klein carried out an experimental orientation program in Taiwan in the summer of 1971. The main focus was on teaching the soon-to-depart students specific techniques for overcoming interactional difficulties with Americans. This was done in the context of a 5-week intensive live-in language training program in Taipei. In the orientation, students were divided into two groups. The experimental orientation groups met in sessions using techniques adapted from currently popular methods of sensitivity training and group encounter. One goal was to make each student more aware of his/her social stimulus value and of the implicit cues and demands that operate in his typical social interactions. Differences in Chinese and American International styles and expectancies were demonstrated through the students' active participation in psychodrama and role-playing different kinds of interactions with Americans. The students had opportunities to experiment with and to experience new modes of social behavior. Some of the critical situations they used were: not being understood or not understanding, how to find out what is expected in an ambiguous situation, how to ask favors, how to start and end conversations, how to start friendships and tell when somebody likes you, romantic and sexual encounters, independent academic function, and racial implications (Klein, 1971).

In the past, the Office of Campus Activities of Ithaca College has offered a very successful orientation program for freshman and transfer students in summer. During the orientation, students could socialize with other students and know more about the school. They meet with their advisor to formulate their course schedules. An optional

orientation program for parents is also available. Incoming students who cannot attend the orientation during the summer can attend a special condensed orientation before the semester begins.

The majority of the foreign students cannot attend the orientation in summer because of geographical constraints. Most of them attend the condensed one before the semester begins. Foreign students have more problems in adjusting to this new environment than American students. They must adjust to Ithaca College life quickly. They find the condensed orientation program cannot meet their needs and it does not provide enough information for their particular situations.

With the increasing number of foreign students at Ithaca College, there has been a significant need for an orientation program specially designed for international students at Ithaca College. At the end of 1986, an orientation program was specifically designed for international students at Ithaca College by a graduate student at School of Communications (Cummings, 1986).

This orientation program for international students includes developing additions to the standard orientation format which provides more written information (a pamphlet and a handbook). It also includes the designing and conducting of a training program for orientation leaders designed to raise their cultural awareness and anticipate any international student problems or questions. After being trained, the orientation leaders are to work with international students on a one-to-one basis during orientation.

The pamphlets were obtained from various national offices and the community. They are:

- (a) Entering Higher Education in the United States, A Guide for Students From Other Countries,
- (b) Financial Planning for Study in the United States, A Guide for Students From Other Countries,
- (c) Health Care Protection for International Students,

- (d) International Postal Rates and Fees,
- (e) AT&T International Dialing, Inexpensive, Fast and Easy,
- (f) Applying for a Social Security Number,
- (g) How to apply for a New York Driver License,
- (h) I Love New York Ithaca/Tompkins County Travel Guide,
- (i) Downtown Ithaca.

The International Student Handbook was distributed to international students at Ithaca College during orientation. It contains information for international students about Ithaca College as well as pertinent materials. It encourages foreign students to go to the Writing Center at Ithaca College when they need help in the English language. The names, phone numbers and addresses of the Foreign Student Advisor and the Office of International Programs are given. Information about associations for international students is also offered. Foreign (Asian & European) food markets in the Ithaca area are provided for the convenience of foreign students. Common vocabularies used on U.S. campuses are provided. An article, "American Society", is offered to introduce the American culture and customs. It tells foreign students about the characteristics of American people (Cummings, 1986).

The International Student Orientation Leader Training Program could raise the orientation leaders' cultural awareness. Orientation leaders are provided with some common problems and questions among foreign students. Orientation leaders are to help international students in English language, daily life, getting a social security number, obtaining health insurance and food from their own countries, etc. An evaluation sheet is also designed for the orientation leaders to fill out after the training workshop.

Apart from these orientation programs designed specifically for international students, many other programs have been designed by universities and associates who strive to bring about a better communication between Americans and foreign students.

Language problems have been found as an essential problem of intercultural communication. Such problems can be minimized by group and person-to-person discussions between foreign and American students and by enlightening the foreign students about differences in the semantic content of the spoken language (Hendricks, 1975).

The Small World (SW) program at University of Kansas, is a successful one. It is an international service organization of women; a large number of the members are wives of foreign students at the University. Closer personal contacts are promoted between foreigners and Americans in several ways: during rides to and back from the SW, in the English classes and in the small interest groups. Thus, the most important outcome of the program is that it acts as an effective cultural and communication link for their families, through the families to the students themselves.

While the Small World is only for women, the Host Family Program is open to all students and their families. The program's objective is to help the foreign students to adjust to life in America more easily and make them feel that there is someone here to whom they can call for help (Hendricks, 1975).

### Problems

In reviewing the literature, the author found that some problems still existed in the orientation programs designed by the universities mentioned above:

The common problem in these orientation programs is that they are too short. Most of them take place within two to three hours. Foreign students need a lot more time than American students do to adjust to the new life of an American campus. A two-hour orientation would not be of much help to them. A two- to three-day orientation would be much more beneficial for international students. The orientation could include many things such as seeing a movie about American cultural, society and American customs, and a sightseeing trip which could acquaint international students with American students and other foreign students. Those methods would be more interesting to international students.

Another common problem is that media such as films, video-taped programs and slide shows are not used by most of the colleges/universities to give information to international students. Only lectures, printed materials and books are used by most of the universities. Research shows that the media mentioned above such as slide-tape shows could be very helpful in orientation programs (O'Neil, 1979). With a combination of sound, color and motion, these media are much more vivid and impressive than lectures and books.

The other problem is that few of the orientation programs include a library orientation which is very important to the international students. International students are not familiar with American educational and library systems. They have little knowledge about the vocabulary, rules and general techniques of using card catalogs, the periodical index and reference rolls, etc. These difficulties could lower their G. P. A..

There is still another problem: Very few of the colleges/universities have separate orientations for international undergraduate students and graduate students. Undergraduates and graduates have different demands in academic and daily life. They need to be aided differently. International graduate students need more help in library skills training for research, such as using microfilm and microfiche machines, computer search techniques, etc. whereas undergraduates need more help in their daily lives.

## CHAPTER THREE

### METHODOLOGY

This chapter reviews the procedure of the research design, selection of the respondents and the population and the method used in the analysis of the collected data.

#### Procedure

The author studied only the private colleges which are about the same size as Ithaca College in New York State. All the colleges/universities selected are 4 year private colleges/universities and they all have a student enrollment around 5,000.

International Student Advisors of the colleges/universities were chosen to be the respondents. For those college/universities who do not have International Student Advisors, the questionnaires were answered by the Directors of Student Advisement, Deans of Students Office, Deans of International Service, Directors of Transfer Admissions and the Registrars.

During several months of research, the author reviewed literature discussing some of the orientation programs designed by colleges/universities and the needs of the international students. Based upon this review of literature, the survey instrument was designed.

The survey was mailed to the twenty-one colleges/universities selected (see Appendix A) and was addressed to "International Student Advisor". A cover letter (see Appendix B) was enclosed explaining the purpose of the study.

Two weeks later, of the twenty-one surveys distributed, fifteen responses were received by mail. The author called the remaining seven schools twice and got five answers. The first time, she only got two answers. She could not reach the remaining five people because two people were on vacation and the other three were not in. The second time, she got another two answers from the International Student Advisors. Two people still could not be reached. The percentage of the total population that

responded to the survey is about 90%.

### Survey Instrument

The Survey Instrument was based on the needs of international students and the problems they generally encountered. It was designed to study what the private colleges/universities have done for orientation programs for international students.

#### A Survey on Orientation Programs for International Students

Name \_\_\_\_\_ Title \_\_\_\_\_

College \_\_\_\_\_ Phone \_\_\_\_\_

1. How many international students do you have?
2. Do you have a separate Orientation Program for international students?
3. What is the percentage of international students attending the orientation?
4. Do you send out special information materials and welcome letters to international students before they come to the United States?
5. Do you have a campus tour for international students?
6. Does each student get an orientation package?
7. Do you have an orientation lecture?
8. Does the lecture include information on campus services and regulations, curricula, faculty, useful academic information, banking, housing arrangement, immigration data, religion, recreational possibilities, counseling service and transportation, etc.? (please check)
9. Do you have a library orientation?
10. Do you have a separate orientation for international undergraduates and graduates?



11. Do you have an English language training program for international students?
12. Do you find the orientation useful to the international students?

Most of the questions are "yes" or "no" questions. The author emphasized the questions concerning whether or not the colleges/universities have separate orientation programs for international students and what the orientations include, and whether or not the importance of Foreign Student Orientation Programs have been recognized by most of the people working in this area.

The survey was also designed to examine what items have been included in the orientation programs of the private colleges in New York State and the attitudes of the foreign student advisors in these colleges/universities towards Foreign Student Orientation Programs.

The respondents were asked to give their names, titles, addresses and phone numbers. Questions about the orientation programs in those colleges/universities were raised.

Question number one asks about the number of the foreign students in the colleges. The author wanted to find out if there is any connection between the number of the foreign students and the effort the colleges have made in designing the orientation programs for foreign student. It is expected that the more foreign students a colleges has, the better the orientation program is.

Question number two asks if the college had a separate orientation designed especially for foreign students at the time the survey was conducted. It is assumed that every college has a general orientation program for incoming students and that having an orientation program specifically designed for foreign students is not as common. The number of the orientation programs for foreign students could reflect the cultural awareness of the campus.

Question number three asks the respondents about the percentage of the foreign students attending the orientation. No matter how well an orientation is designed, it would be useless if nobody attends. A small number of international students attending an orientation would also discourage people working in this area. The author

wanted to find out the problems existing and the ways to solve problems.

Question number four asks if these private colleges send out welcome letters to foreign students before they come to the United States. The author holds that receiving a welcome letter would be very encouraging and exciting for the foreign students. They could feel a sense of warmth from the letter sent all the way from the United States.

Question numbers five to nine are open-ended questions asked to determine whether or not the orientations include the following items which are very important in helping foreign students adjust to American campus life:

- 1) a campus tour.
- 2) an orientation package which includes information about the college and the surrounding area.
- 3) an orientation lecture which covers the information about on campus services and regulations, curricula, faculty, useful academic information, banking, housing arrangements, immigration data, religious activities, recreational possibilities, counseling services and transportation, etc.
- 4) a library orientation which introduces the library rules and orders of index, catalog and the use of microfilm machines and some other useful ways to approach the resources available in the library.

Question ten inquires if the college has a separate orientation program for international undergraduate students and graduate students. Separate orientations for international undergraduates and graduates would be very beneficial because it could meet their different needs.

Question eleven asks the respondents if English training programs such as English as a Second language or any other kind are offered to international students. Foreign students meet different problems in using the English language. They often have difficulties in listening and speaking abilities when they first arrive in the United States. Sometimes they cannot get good grades or do assignments well because of this. They have a difficult time in understanding American slang.

Question twelve asks the respondent if he/she thinks the orientation program for international students (if one is offered) is very helpful.

## CHAPTER FOUR

### ANALYSIS OF DATA

Nineteen out of twenty-one institutional representatives surveyed (81%) responded. Eleven out of nineteen respondents were Foreign Student Advisors. Seven of the Foreign Student Advisors answered by the mail and four by phone. The titles of the respondents were: one Director of Office of International Students, one Assistant Dean of Students, one Director of Transfer Admission, one Registrar, one Assistant Professor of International Studies and one Director of Student Advisement.

The survey shows that the total number of foreign students in these nineteen colleges is about 4449. The average number of foreign students in these nineteen colleges is about 234. The percentage of foreign students attending orientation programs is about 52%.

About 58% of the private colleges/universities within New York State have separate orientation programs for international students. 100% of the responding colleges/universities offer a general orientation program while 58% of them have separate orientation programs for foreign students. About 47% of the orientation programs included library orientation programs while 53% did not include any library orientations; 95% of the colleges/universities have information packages for international students; 90% of the respondents think that orientation programs are very useful for international students.

When asking about the content of their orientations, eight out of fifteen respondents by mail said they included all the items listed in question number 8. One college did not give the answer because they did not have one. Apart from these nine colleges, six colleges included campus services, regulations and recreational possibilities in the orientation. Five colleges included information on banking and immigration data, while four colleges included curricular, useful academic information and housing arrangement. Only three colleges included information on counseling service and

transportation and one colleges included faculty and religious information.

The following four tables are summaries of the contents of orientation programs for international students gathered from the survey. Items are used as noted below:

Number of I. S. = number of international students in the college/university;

Orientation for I. S. = if separate orientations for international students are offered;

Percentage of I. S. Attended = percentage of international students attending the orientation program (if offered);

Welcome Letters = if the college/university sends out welcome letters to international students when admitted;

Campus Tour = if a campus tour is offered to international students;

Orientation Package = if international students get an orientation package;

Orientation Lecture = if orientation lectures are offered to international students;

Lecture contents = if lecture contents include information on campus service and regulations, curricula, faculty, useful academic information, banking, housing arrangements, immigration data, religion, recreational possibilities, counseling service and transportation, etc.;

Library Orientation = if it is offered to international students;

Separate U/G Orientation = if separate orientations are offered to undergraduate and graduate students;

English training = if any English training courses are offered to international students;

Orientation Evaluation = in evaluation of their orientations, if the colleges/universities find them beneficial or not to international students;

Survey Instrument = by what means the author got the answers;

N/A = informations are not available or not applicable.

**Contents of Orientation Programs for International Students (1)**

	Adelphi University	Brooklyn Campus of L. I. University	Canisius College	Clarkson University
Number of I. S.	155	450	12	115
Orientation for I. S.	yes	yes	no	no
Percentage of I. S. Attend	N/A	25%	N/A	N/A
Welcome Letters	yes	yes	yes	no
Campus Tour	yes	yes	yes	no
Orientation Package	yes	yes	yes	yes
Orientation Lecture	yes	yes	yes	yes
Lecture Content	yes	yes	yes	yes
Library Orientation	yes	no	no	no
Separate U/G Orientations	no	no	no	no
English Training	yes	yes	no	yes
Orientation Evaluation	N/A	yes	N/A	yes
Survey Instrument	mail	phone	phone	mail

**Contents of Orientation Programs for International Students (2)**

	Hofstra University	Iona College	Long Island University	Manhattan College	Marist College
Number of I. S.	265	60-70	450	151	42
Orientation for I. S.	yes	no	yes	yes	no
Percentage of I. S. Attend	60%	N/A	5%	70%	N/A
Welcome Letters	yes	yes	yes	yes	yes
Campus Tour	yes	no	yes	yes	no
Orientation Package	yes	yes	yes	yes	no
Orientation Lecture	yes	yes	yes	yes	no
Lecture Content	yes	yes	yes	yes	no
Library Orientation	yes	no	no	yes	no
Separate U/G Orientations	no	no	no	no	no
English Training	yes	no	yes	yes	yes
Orientation Evaluation	yes	N/A	yes	yes	yes
Survey Instrument	phone	N/A	mail	mail	mail

**Contents of Orientation Programs for International Students (3)**

	Pace University*	Pace University	Polytech Inst. of NY	Pratt Institute	Rensselaer Institute
Number of I. S.	45	500	500-600	510	657
Orientation for I. S.	no	yes	yes	yes	yes
Percentage of I. S. Attend	2%	20%	60%	50%	75%
Welcome Letters	yes	yes	yes	yes	yes
Campus Tour	no	yes	yes	yes	yes
Orientation Package	yes	yes	yes	yes	yes
Orientation Lecture	yes	yes	yes	yes	yes
Lecture Content	yes	yes	yes	yes	yes
Library Orientation	yes	yes	no	yes	yes
Separate U/G Orientations	no	no	no	no	yes
English Training	no	yes	no	yes	yes
Orientation Evaluation	no	yes	yes	yes	yes
Survey Instrument	mail	mail	mail	mail	mail

\* Pace University - Pleasantville Campus.



**Contents of Orientation Programs for International Students (4)**

	St. Bonaventure University	Siena College	Union College	Wagner College	Yeshiva University
Number of I. S.	36	15	25	241	165
Orientation for I. S.	no	no	no	yes	yes
Percentage of I. S. Attend	40%	N/A	100%	75%	100%
Welcome Letters	yes	N/A	yes	yes	yes
Campus Tour	yes	yes	yes	yes	yes
Orientation Package	yes	yes	yes	yes	yes
Orientation Lecture	yes	yes	yes	yes	yes
Lecture Content	yes	yes	yes	yes	yes
Library Orientation	no	yes	no	no	yes
Separate U/G Orientations	no	no	no	no	no
English Training	no	no	no	yes	yes
Orientation Evaluation	yes	yes	yes	yes	yes
Survey Instrument	mail	phone	mail	mail	mail

## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATIONS

#### Summary

The importance of international students orientation programs is apparent from the responses to this questionnaire.

A total of fifteen people out of twenty-one (71%) responded to the survey by mail. Four people (19%) responded on the phone. The author called the remaining two persons three times but was not able to reach them.

The survey shows that eleven out of nineteen (58%) of the private colleges in New York State had separate orientation programs for international students while one college was designing one and planing to offer it to the international students in the fall semester of 1987. One college was having a separate workshop for foreign students and the International Club had a welcome party. All of the nineteen colleges (100%) indicated that they offered a general orientation program, eighteen programs (95%) combined graduate with undergraduate students, while only one (5%) college had separate sessions for each, and one (5%) offered a program for undergraduate students only. Nine programs (47%) included some kind of library orientation, although optional and offered only occasionally. Ten of the nineteen programs (53%) did not include any library orientation as part of their international student program. One college offered a library orientation in five language. Eighteen programs (95%) had information packets for international students. The percentage of the international students attending programs was about (52%). Twelve colleges (63%) had English language training programs for foreign students, seven colleges (37%) did not offer one. One college said they did not have one but they assist students in finding one if needed. Regarding the evaluation, fifteen respondents (79%) felt that their programs were useful for international students, one respondent (5%) felt it was not useful and the rest of the three respondents (16%) did not give answers.

In the course of the research, many International Student Advisors pointed out that one big problem they had in offering orientation programs to the international students was that most of the international students arrived late on campus and many of them missed the orientation. On the other hand, many students did not realize the importance of the orientation, and simply ignored it.

### Conclusions

After comparing the orientation programs offered by nineteen private colleges/universities in New York State with those programs described in the review of literature, the author made the following conclusions:

- 1) More than half of the private colleges/universities in New York State have separate orientation programs for international students which include an orientation lecture, a campus tour and an orientation packet.
- 2) All of the private colleges/universities in New York State send a welcome letter to the international students before they arrive. Some information about the school is also included.
- 3) Somewhat less than half of the private colleges within New York State have library orientations for international students.
- 4) More than half of the private colleges/universities in the New York State have English training programs for international students.
- 5) Very few of the private colleges/universities within New York State have separate orientations for undergraduate and graduate students.
- 6) Most of the International Student Advisors in the private colleges/universities within New York State think that orientation programs for international students are very helpful to international students. Orientation programs are welcomed by international students.
- 7) There is a connection between the number of foreign students and the efforts made by the colleges and universities in designing orientation programs for foreign students. The bigger the number of foreign students a college/university

orientation.

- 2) International students often do not know what human resources are available to them and they do not know to whom they should go to ask for particular help. They often find they do not receive adequate information and support from the institution. It is also suggested that human resources information such as the counseling center, International Student Advisor and Foreign Students Office be included in the International Student Handbook.
- 3) Academic advisors should give particular help to foreign students in explaining new academic terms such as take-home exam, open-book exam, oral exam, true/false exam, and multiple-choice exam; distinguishing required and elective courses and pass/fail and letter grade systems.
- 4) Foreign students often find difficulty in reciting or speaking in class, giving oral reports, and writing reports. A counseling program for all foreign students must take into account the fact that students from one country may have more problems, as well as different types of problems, than students from some other countries.
- 5) Adjusting to American food often takes quite a long time for international students; addresses of international food markets should be provided in the International Students Handbook.
- 6) Social activities would be beneficial for international students. This is a very good way for them to make new friends from their own country and also from other countries. Student Associations, international clubs, seminars, sororities and fraternities would help them to be socialized too.
- 7) It is suggested that information about getting a part-time job and on-campus employment be sent to the foreign students because international students often meet financial problems. Before the graduation of the foreign students, a letter should be sent to the foreign students by the Foreign Student Advisor explaining the immigration policies and asking their future plans like whether they will pursue further education or practical training in the United States. Special

immigration forms like I-20, I-94, I-538, IAP-66, etc. should be provided for them to complete.

- 8) International graduate students often have a hard time in writing a research paper and thesis because lack of library skills. They should get more training in using the library system and resources such as computer searches, microfilm and microfiche machines, and more help in English writing.

## **Appendix A**

### **List of the Selected Colleges/Universities and the respondents**

**List of the selected colleges, universities and the respondents**

1. Adelphi University, South Avenue, Levermore 114, Garden city, NY 11530  
Raddoch, Assistant Provost, phone 516-663-1134
2. Canisius College, 2001 Main St., Buffalo, NY 14208  
phone 716-883-7000
3. Clarkson College, Holcroft House, Potsdam, NY 13676  
Kemp Pottle, Director of Transfer Admissions, phone 315-268-2125
4. Columbia University, Columbia College, 212 Hamilton Hall, NY 10027  
phone 212-280-2521
5. Hofstra University, 1000 Fulton Ave, Hempstead, NY 11550  
phone 516-560-6700
6. Iona College, 715 North Ave, New Rochelle, NY 10801  
Graydor Vandobitt, Assistant Dean for International Students, phone 914-636-4797
7. Brooklyn Campus of Long Island University, University Plaza, Brooklyn, NY 11201  
phone 212-403-1034
8. Long Island University, Northern Boulevard, Greenvale, NY 11548  
L. Jane Bush, Dir., Office of International Students, phone 718-403-1034
9. Manhattan College, Riverdale, NY 10471  
Debra Damico, International Student Advisor, phone 212-920-0213
10. Marist College, North Road, Poughkeepsie, NY 12601  
Verdon Vavrina, Foreign Student Advisor, phone 914-471-3240 ext. 276
11. Mercy College, 555 Broadway, Dobbs Ferry, NY 10522

Ojikutu Alexandra, Foreign Student Advisor, phone 914-693-4500

12. Pace University, Pace Plaza, New York, NY 10038

Judith Bauduy, International Student Advisor, phone 212-488-1368

13. Pace University - Pleasantville Campus, Bedford Road, Pleasantville, NY 10570

Dr. William E. Penny, Director of Student Advisement, phone 914-741-3724

14. Polytechnic University of New York, Brooklyn, NY 11201

Jamice Callaway, International Student life Advisor, phone 718-643-5856

15. Pratt Institute, 200 Willoughby Ave., Brooklyn, NY 11205

Nadia Mernliakow, International Student Advisor, phone 718-638-3803

16. Rensselaer Polytechnic Institution, Troy, NY 12181

Susan Ellett, Secretary International Student Services, phone 518-266-6561

17. St. Bonaventure University, Route 417, St. Bonaventure, NY 14778

Carol B. Wittmeyer, Registrar, phone 716-375-2020

18. Siena College, Route 9, Loudonville, NY 12211

phone 518-783-2325

19. Union College, Stanley R. Beckor Hall, Schenectady, NY 12308

Robert J. Massa, Associate Dean of Students, phone 518-370-6061

20. Wagner College, 631 Howard Ave., Staten Island, NY 10301

Barbara Codd, International Student Advisor, phone 718-448-4825

21. Yeshiva University, 500 W 185 St., New York, NY 10033

Vivian H. Owing, International Student Advisor, phone 212-960-5366



## **Appendix B**

### **Cover Letter**

**Cover letter**

Erjia Yuan  
School of communications  
Ithaca College  
Ithaca , NY 14850

Dear Sir/Madam:

I am a graduate student at Ithaca College and I am doing a survey on Orientation Programs for international students in the private colleges/universities within New York State for my M. S. thesis in Communications.

Your effort is greatly appreciated if you can take several minutes to fill out the questionnaire and mail it to me as soon as possible (or please forward it to whoever it may concern). It is very important to me.

Thank you for your cooperation.

Sincerely yours

Erjia Yuan

## **Appendix C**

### **A Survey on Orientation Programs for International Students**

## A Survey on Orientation Programs for International Students

Name \_\_\_\_\_ Title \_\_\_\_\_

College \_\_\_\_\_ Phone \_\_\_\_\_

1. How many international students do you have?
2. Do you have a separate Orientation Program for international students?
3. What is the percentage of international students attending the orientation?
4. Do you send out special information materials and welcome letters to international students before they come to the United States?
5. Do you have a campus tour for international students?
6. Does each student get an orientation package?
7. Do you have an orientation lecture?
8. Does the lecture include information on campus services and regulations, curricula, faculty, useful academic information, banking, housing arrangement, immigration data, religion, recreational possibilities, counseling service and transportation, etc.? (please check)
9. Do you have a library orientation?
10. Do you have a separate orientation for international undergraduates and graduates?
11. Do you have an English language training program for international students?
12. Do you find the orientation useful to the international students?

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